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ABSTRACT

The library-college concept, which has been partially or totally adopted by numerous academic institutions in the United States, is an experimental, institutionalized program in which independent study replaces classroom lectures, with the library functioning as the physical and metaphysical heart of the campus. Reviewed in this paper are articles and existing research directly concerned with the relationship of five specific structural components of the contemporary library-college: (1) the learning mode, (2) the library, (3) the faculty, (4) the curriculum, and (5) the organization. A bibliography is provided. (Author/JD)

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THE LIBRARY-COLLEGE IN HIGHER EDUCATION:

A Survey of five of its Structural Components

by

Benjamin R. Williams

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ABSTRACT

Title of Manuscript: The Library-College in higher education: a survey of five of its structural components.

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Concepts of the Library-College idea, partially or totally have been adopted by numerous academic institutions throughout the United States. Oversimplified, the Library-College is an experimental, institutionalized concept in which independent study replaces classroom lectures, with the library functioning as the physical and metaphysical heart of the campus.

It will be the intent of this paper to examine directly related articles and existing research concerning the relationship of the five structural components that serve as the foundational structure of the contemporary Library-College. These components include: (A) learning mode. Independent study as conceived by the Library-College attempted to personalize learning and encouraged students to play vigorous and creative roles in formulating their own education. Independent study also involved a shift in emphasis from textbook dominated programs to library-centered methods of teaching. (B) the library. The concept of the library as an instrument in the learning process served as the heart of the Library-College philosophy. Thus it was the primary task of the Library-College to encourage the functions of the library and classroom to overlap to such an extent that it would be difficult to see where the boundary of one ended and the edge of the other begun. (C) the faculty. The "bibliographically sophisticated" faculty served as the main catalyst between the learner and his environment. Perhaps the most controversial and challenging aspect of the Library-College idea was its serious proposal for the fusion of the library staff and the teaching faculty into a

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single instructional staff. (D) curriculum. The interdisciplinary curriculum of the Library-College was divided into foundational areas, including the Social Sciences, Humanities, and Natural Sciences. The "generic book", the sum total of man's communication possibilities, attempted to provide a technological basis for individualized and intellectual challenge. (E) organization. The fifth component of the Library-College Concept resembled closely the traditional liberal arts campus and suffered also from its inability to accommodate vast numbers of students.

Perhaps the two main public contributions of the Library-College movement have been its creative reminder that higher education can be individualized, personalized and innovative. Finally, it has helped us to evaluate the role and contributions to the learning process libraries can make.

The Library-College Concept, partially or totally has been adopted by numerous academic institutions throughout the country. Actually there are almost as many versions of the Library-College as there are proponents of the idea. It will be the intent of this paper to examine related articles and existing research concerning the relationship of the five components within the contemporary Library-College Concept. These components include (1) learning mode, (2) library, (3) faculty, (4) curriculum, and (5) organization.

The origins of the Library-College idea can be found in Thomas Caryle's 1840 lecture "The Hero as Man of Letters." In this essay is found the often quoted line, "The true university of these days is a collection of books."[1] Basically, Caryle asserted that the most important thing a teacher could do for a student was teach him to read.[2] Once the teacher had taught his student to read, the most important link between teacher and student had been established. This idea has been generally incorperated into the concepts of higher education in both England and the United States.

The resurgency of the contemporary Library-College idea is attributed largely to Louis Shores.[3] Shores is widely credited with providing the catalysis need to create a genuine interest in the Library-College Concept. In 1933, at a conference of the American Library Association in Chicago, he described the "Library Arts College" in a seminar paper. He wrote

> The material unit of cultural education is the book ... the library is the liberal arts, laboratory. Only the conception of the library as the college and the college as the library remains prerequisite to the birth of the library arts college.[4]

The Library-College idea has increasingly engaged the attention of experimentalist and traditionalist in the field of higher education. Basically,

the Library-College is

> an experimental institution in which independent study replaces classroom lectures, with the library serving as the physical and philosophical center of the college. The roles of the teaching faculty and librarians are merged to provide students with guidance by bibliographically expert faculty-librarians tutors. Reliance on printed material is replaced by the "generic book," a term used to denote the importance of all forms of instructional media. The Library-College is designed to provide a personalized and meaningful educational experience centered in the library where students learn how to gain access to recorded knowledge and develop their critical faculties.[5]

Advocates of the Library-College Concept have continued to attack the heavy reliance upon the traditional lecture method of teaching on a non-individualized basis, and the non-involvement of the library and its facilities as a continuing failure of higher education.[6]

The Library-College Concept is based fundamentally on the premise that the single most important instrument in the learning process is the library.[7] For many educators, this statement has sometimes been viewed as a rewording of the old saying "the library is the heart of the college," however, practioners within the Library-College movement are quick to point out that this is not simply a rewording at all.[8] Library-College advocates describe the institution's primary purpose as: (A) providing a challenge to educators at all levels of instruction to abandon the over-used methods of teaching. (B) to substitute traditional methods with individualized, library centered study, and (C) to incoporate librarians as bibliographic teachers.[9] It has been stated generally that when a library becomes a college and a college becomes a library, the resulting institution becomes a Library-College.[10] Supporters of the Library-College idea state that only when this happens will the idea of a Library-College become a reality and lift higher education from its present "lock-step" to an intellectual, individualized exercise in democratic advancement.

Critics of the Library-College movement, influenced significantly by tradition, often attempt to portray the Library-College idea as a philosophy based heavily on a utopian idea of higher education for all, hidden in ambiguity, and lacking substantial values.[11] Critics further contend that the missionary zeal, overstatements and verbal simplication of complex issues severly limits the Library-College's serious application in higher education.[12] However, the most serious problem has been the enormous growth of recent college enrollments. It has been extrodinarily difficult to apply the Library-College Concept of individualization to a rapidly expanding student population.

The role of the Library-College with its positive and negative implications for universal higher education has not as yet been widely discussed, recorded, and researched in the literature of education and librarianship. The use of independent study in higher education, not incorperating all aspects of the contemporary Library-College Concept, historically has been an optional part of academic instruction for centuries. The greatest portion of what currently is published in the field of librarianship on the Library-College Concept, however, can be described as testimony and not research. Articles resulting from personal experiences comprise much of what presently is printed in the journal literature. A limited collection of ten volumes exist which consist of a compilation of subject related articles on the topic of the Library-College. A major source on the topic appears in the periodical, Learning Today: An Educational Magazine of Library-College Thought. This publication primarily serves as the literary vanguard for information attributed to the contemporary Library-College movement throughout the United States. In addition, several detailed, semi-scholarly articles can be located in various educational journals associated with

academic librarianship. Only one existing research study was located in the literature specifically on the topic of the Library-College Concept. This research study conducted by Gloria Terwilliger (1975) is of partiular note and has been described as "the first comprehensive examination of the Library-College Concept."

Concerning the general topic of the contemporary Library-College, the Monteith Library Project (1960) was closely associated in experimentation with this relatively unexplored concept.[13] The project's director Patricia Knapp discovered that there was no correlation between marks in school and library usage.[14] One possible conclusion that might be drawn from this data was that the academic library played a minor role in the educational process. On the basis of this possible conclusion, it would appear that the actual role of the library in the learning process was not only misunderstood by educators but was rarely taken into serious consideration. If this hypothesis is valid, it could then be concluded that a readily accessable catalysis in education is not being utilized to its fullness. The Library-College addresses itself to this problem. Advocates of the Library-College Concept cite these conclusions and similar findings as crucial factors demanding the revitalization of the academic library.

LEARNING MODE

The general literature of academic librarianship claims to support the theory that the library should be a central focal point within the academic community. Virtually all educators claim that they foster the use of the library and its facilities. In reality, however, the centrality of the library does not reveal itself as an established fact when objective research is conducted. Thus, the Library-College Concept's primary learning mode is

based on the idea of independent study whereby each individual student learns mainly by listening and reading.[15] Reading and listening would be done at individually assigned, electronically equipped, dial-access carrels situated in the library. However, by 1970, the learning mode originally conceived as generally defined independent study, had developed two additional elements (described in Dr. Shores' "A Library-College Decalogue" in Catholic Library World).[16] In addition to studying independently, each upper classman would also guide and tutor a lower classman.[17] Learning would not only come from reading and listening but also from community related work-study programs. These cooperative contracts with local private industry, government agencies, private foundations and other agencies would be developed by each Library-College for the student's benefit.[18]

A great deal of criticism directed at the Library-College has focused on the important role of independent study as the dominant learning mode. Clarence Leuba (1968) in an article maintained that

> independent study for at least freshmen and sophomores is an ineffective educational approach in as much as these students know little about how to select and evaluate library materials.[19]

Adding similarly to the criticism of the Library-College's learning mode is Fay Blake. In an article in Drexel Library Quarterly, she stated that "teaching is more than letting students loose in the library."[20] In this same volume, Joan Bechtel (1968) criticized the Library-College's learning mode of independent study and contended that

> by substituting complete reliance on independent study for classroom instruction, advocates of the Library-College are as narrow and confining as those who only accept classroom teaching. Subject matter and student abilities demonstrate that the classroom should not be totally disregarded because it is important for the interchange of ideas between student and instructors.[21]

Bechtel further criticized independent study's primary emphasis on the generic book, as a possible detriment to encouraging the development of critical and independent thought.[23] She beleives too much emphasis is placed on independent study and its total reliance upon this learning mode could serve to be as much a weakness as the traditional lecture method of instruction. Bechtel asserted that the necessary element of traditional instructor/student interaction would greatly suffer and perhaps produce a negative result.

Critics raised additional questions regarding the learning mode of the Library-College by asking: Is independent study to be interpreted as a free or an authorative mode? Who decided what the student studies independently? How does he evaluate the results of his independent study?

Trevor Dupuy (1968) criticized the Library-College's primary emphasis on independent study and the generic book based on technological innovations by stating that

> the single most difficult problem connected with the use of audiovisual teaching aids is the lack of good quality, college-level materials.[25]

Additionally, critics contended that the Library-College's primary learning mode of independent study is still conducted on a sink-or-swim basis.[24] They assumed that brighter students with limited experience in the ways of the library would be able to exploit the library effectively. Proponents asserted that other students who lack knowledge of library usage would be prevented from doing effective, independent study and become frustrated. This hypothesis is unproven and could serve as the basis of an additional research study.

Library instruction and the Library-College Concept were ultimately intertwined with plans that involved highly creative teaching practices

within a traditional setting. The most publicized effort perhaps has been the Monteith Project. This project attempted to blend a carefully organized program of library instruction with that of a flexible curriculum in general education. The Monteith Project was a government-financed proposal conducted at Wayne State University in Detroit, and was directed by Patricia Knapp.[25] Its primary purpose was to bring together the duties of college instructors, librarians, library materials, and library-centered methods of teaching in a traditional general education curriculum.

The Monteith Library Project made several important discoveries and has added substantially to information in librarianship. Eventhough the Monteith Library Project and the Library-College Concept were linked in principle, a distinctive difference existed between them.

> ...The Project did not adhere strictly to the Library-College Concept of education, for the teaching of regular classwork continued to be done by non-librarian faculty members, while the Project staff carried out such auxiliary assignments as bibliographical assistance and the planning of library exercises. The authentic Library-College structure calls for the teaching of subject matter by educators who are both librarians and subject-matter specialists. The Monteith study made no attempt to discover whether a program which integrated library instruction and course content was measurably more effective than the typical lecture-textbook-test method.[26]

Finally, Terwilliger (1975) described the Library-College's primary learning mode of independent study as a method "which allows for variations in individual learning styles."[27] Therefore, by exploring and utilizing the independent study approach to learning, proponents of the Library-College hope (A) to change existing attitudes toward the academic library; (B) create a more favorable image for librarians; and (C) effective learning can result from library-centered teaching.[28]

LIBRARY

The second component of the contemporary Library-College Concept is the

library.[29] According to the Library-College idea, the centrally-located library, as it presently exists, must cease to function as if the printed book was the only tool of learning. Thus the college library would have to possess, choose and have available study materials reflecting the sum total of man's communication possibilities or the generic book. The library would become the "heart" of the Library-College in both a physical and metaphysical sense.[30]

According to the literature, sizable numbers of critics of the Library-College find fault with attempts to make the library the "heart" of the college." "One suspects this may be as much a reaction to such a romantic appellation in what purports to be a hard-headed, realistic, intellectual approach to education, as it is a rational objection."[31] Trevor Dupuy (1968) stated that he seriously doubted the premise that the "library should be the heart of the college because the heart should be the place where teaching is done."[32]

Robert Taylor (1972) considered the Library-College a ... "basically naive and early-too-early attempt to solve very large and complicated problems."[33] Taylor affirmed that before the library can be the heart of the college, three conditions must be met:

> First, the library must have a viable power base within the college. Secondly, academic specialization must be considerably weaker, and thirdly, the library must have access to newer technological information resources (broader than the generic book).[34]

Several research studies have been conducted which relate directly or indirectly to the general philosophy of the Library-College's aim to make the library the heart of the college. Eurich (1933) conducted research

which related directly to the Library College Concept of individual use of the library and its facilities by students.[35] This study revealed that only a small number of students made daily use of their libraries.[36] Branscomb (1940) re-examined and widen the scope of Eurich's original study.[37] Branscomb also found Eurich's results correct and in addition, discovered that only a tiny per centage of students studied were responsible for the total results. Clayton (1965) and Knapp (1959) completed studies on patterns of student library usage and concluded that the use of the library by students has barely changed since the 1930 research was completed. As these research projects indicated, much remains to be done before the library is accepted as a range of tools for problem solving in higher education. The difficult accomplishment will never be completed until the saying, "the library is the heart of the college" no longer remains as interesting rhetoric but becomes instead ... an educational fact of life.

FACULTY

The third component of the contemporary Library-College is the faculty.[38] By necessity, the faculty of the Library-College is required to be "bibliographically sophisticated" because one of its primary duties is that of guiding students in the resources on the library. Thus the faculty becomes the main catalyst between the learner and his environment. Librarians and instructional faculty are required to work closely together to devise the curriculum and guide students in their independent study. Teaching with the assistance of the generic book, the sum total of man's communication possibilities, according to the literature is sadly lacking in most college instruction. In order for individualized instruction to do the best possible job for each student, it is necessary for the student's

interest profile to known and constantly kept in mind by his instructors.

To do this, faculty must know not only the student's profile but components of the generic book for individualized selection. This means not only print, important as that generic book format is, but graphic, projected, transmitted, resources and programmed media.[39]

Perhaps the most controversial faculty-related element of the Library College Concept is its merging of librarians with instructional teaching faculty.[40] Many argue that there is an essential difference between duties performed by the teaching faculty and academic librarians.[41] Blake and Bechtel (1968) see no reasons why a librarian "because of familiarity with the contents of the library, should be more successful as a teacher than an instructor who is not a bibliographic expert."[42]

Johnson (1939) wrote Vitalizing a College Library, and among its most interesting points was the serious proposal for teachers and librarians to merge into a single instructional staff.[43] Branscomb's (1940) research foreshadowed and to some extent delineated Johnson's findings. Knapp (1956) concluded that "librarians must share the blame for the fact that after fifteen years the college faculty is still not teaching with books in the style proposed by Branscomb." Knapp (1966) again conducted research with the main purpose of bringing about a fusion of college teachers, librarians, library materials, and library-centered methods of teaching.[44]

John Christ, writing in the Library-College Journal, indicated that "librarians are not, ... and should not be teachers."[45] His hypothesis is unproven, especially in that he concluded that librarians are not equipped to engage in analytical and abstract thought.[46] Many college librarians may, and should teach, but to do so effectively will require

them to do far more than point out resources in the library and serve only as supportive staff.

In conclusion, Terwilliger (1975) stated that

> the role of the instructor as organizer of the learning environment came to be considered in a new relationship with the librarian, the organizer of the learning resources. Ideally, the instructor, as manager of the learning environment would develop new reliance on resources, carefully selected, organized, and made accessible; the librarian, as organizer of the resources would find new involvement in the instructional applications of those resources. Basic to the Library-College Concept was the effort to bridge these relationships in a meaningful manner.[47]

Emerging from the criticisms, professional literature, and various experimental institutions are two approaches to this controversial proposal of the teaching functions in the Library-College. The first and perhaps the most easily realized is the collaboration of teaching and the library faculty with a continuity far more extensive than in the past.[48] This approach is presently being used in numerous experimental institutions such as Dallas County Junior College in Texas and Anoko-Ramsey Junior College in Minneapolis.[49] The second approach would merge the roles of teachers and librarians, so that teachers would be librarians and librarians would be teachers.[50] This idea is sound but the practical problems are tremendous and involve both psychological and educational compromise.

CURRICULUM

Curriculum, the fourth component of the Library-College is not specifically spelled out in the literature. Jovian Lang (1966) stated that the "ideal" Library-College curriculum should be divided into three areas: First, the core curriculum which included Philosophy, Theology, and Languages. Lang asserted that these specific core courses would aid a student's precise thinking. Second, the spheral curriculum which included History, Mathematics, Natural Sciences, Social Sciences, Literature and the Fine

Arts. And thirdly, the peripheral curriculum which would be the student's field of concentration.

The curriculum of the structurally related Monteith Project (Knapp 1966) was specific; however, it should be restated again that the Monteith Project did not adhere to the total concept of the contemporary Library-College.[51] Curriculum within the contemporary Library-College Concept required that it be flexible, largely interdisciplinary and include "foundation areas" of the Social Sciences, Humanities and Natural Sciences.[52] The curriculum's scope would consist of the whole experience of mankind in ways and areas most appropriate to each individual as directed by faculty-librarian tutors. The place of the curriculum in the Library-College Concept has received generalized discussion. Much of what has appeared in print, however, can be described as encouraging oratory rather than research. Articles concerning personal opinions appear throughout the periodic literature.

Whitten (1958) conducted a research study which indicated that college librarians had generally underrated the actual possibilities available to them in integrating the library and the curriculum.[53] In order for the curriculum of the Library-College to gain a wider audience, serious research (as opposed to rhetoric) should be applied to specific problem areas. It is not possible to presecibe a fixed curriculum which will remain adequate for the demands liberal education must continue to meet in a world of revolutionary change.

ORGANIZATION

Organization, the fifth necessary component fo the Library-College Concept received little attention in the literature, not to mention, critical researched appraisal. Perhaps since the Library-College's campus

most closely resembles the traditional liberal arts campus, traditionalist did not feel significantly threatened by this component. Rhetorical comments in the literature did critically question the Library-College's attempt to accommodate large groups of students. Additional questions were raised regarding other aspects of administration, however, to the knowledge of this researcher, only a small amount of research presently exist, critically detailing this component.

In conclusion, the literature detailing the components of the contemporary Library-College Concept is limited. Most of it is general and rhetorical in nature. Terwilliger's (1975) dissertation on The Library-College: A Movement For Experimental And Innovative Learning Concepts; Applications And Implications For Higher Education, has been described in the literature as "the first comprehensive examination of the Library-College Concept." This historical study, does not appraise the components of the Library-College Concept in any detail. Nevertheless, the components of the Library-College Concept clearly indicate to higher education that alternatives to the present ideas of higher education are being considered and will continue to be evaluated.

The existing literature in librarianship does not seriously address itself to a number of questions: Are the components of the Library-College Concept realistic? Should library schools include concepts of the Library-College? Why haven't library schools seriously experimented with components of the Library-College? Why haven't authorities in librarianship researched components of the Library-College? We are shown little from research studies indicating why this educational experiment has not worked. A vast amount of research is needed on the generalized subject of the Library-College. Since the literature indicated numerous, emotional and

theoretical outcrys against the components of the Library-College Concept, research is especially needed detailing these areas. Greatly needed also is a study of the Library-College's learning mode versus the traditional learning mode.

Perhaps the two main contributions of the Library-College movement presently have been: First, that it has reminded us that education is to be student centered so that it encourages students to play vigorous and creative roles in their own education. And finally, the Library-College movement has provided a speculative mode for use in our thinking. It has helped us to evaluate what contributions to the learning process can be made by libraries, independent study, and other essential components of the contemporary Library-College Concept.

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